

Teacher(s): Johnson

Subject: US Government

Week of: Jan 8 – 12, 2018

Week: 20

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): N/A	Do Now: Guided Instruction (<i>We do</i>)- Is government good or bad? Opening: Focused Instruction (<i>I do</i>)- Explain work session Work Session: Guided Instruction (<i>We do</i>)- sign textbooks out Independent Learning (<i>You do alone</i>)- Read over the syllabus and GSE list Guided Instruction (<i>We do</i>)- cover classroom rules, discuss syllabus and GSE list Closing: Guided Instruction (<i>We do</i>)- What is the first GSE for government? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A
	Purpose: to provide the students a review of classroom rules and introduce the syllabus and GSE list			Summative:
Tues	Standard(s): N/A	Do Now: Guided Instruction (<i>We do</i>)- Did you meet your SMART goals for last semester? Opening: Focused Instruction (<i>I do</i>)- review procedures for creating individual SMART goals for the semester; assist as needed Work Session: Independent Learning (<i>You do alone</i>)- ID your SMART goals Collaborative Learning (<i>You do together</i>)- in pairs, share your goals and see if there is any need to improve your goals Independent Learning (<i>You do alone</i>)- finalize the SMART goals and turn in Closing: Guided Instruction (<i>We do</i>)- how many think they need to update their goals in the year long classes? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A SMART goals
	Purpose: To provide the students to set their SMART goals for the semester			Summative:
Weds	Standard(s): All standards associate with the course US Government	Do Now: Guided Instruction (<i>We do</i>)- sign in to Canvas in the assigned lab Opening: Focused Instruction (<i>I do</i>)- review testing procedures Work Session: Independent Learning (<i>You do alone</i>)- complete the Pre-SGM and report your scores before signing out of the test Closing: Guided Instruction (<i>We do</i>)- verify scores for gradebook as quiz grades Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A Pre-SGM scores
	Purpose: To provide the students the opportunity to complete the Pre-SGM for US Government			Summative:

Thurs	Standard(s): L9-10RHSS4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social or economic aspects of history/social science	Do Now: Guided Instruction (We do)- Who was president when the slaves were freed? Opening: Focused Instruction (I do)- explain the CLOZE reading process; assist as needed Work Session: Independent Learning (You do alone)- complete the CLOZE reading assignment Collaborative Learning (You do together)- in pairs, check each other for possible changes and turn in individual work Closing: Guided Instruction (We do)- quick review of actual answers Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> CLOZE Reading 	Formative: Teacher Observation Q&A CLOZE Reading results
	Purpose: To provide the students to opportunity to display their reading skills and comprehension and to ID pre-knowledge of the subject			Summative:
Fri	Standard(s): Information Processing Skills 11 – draw conclusions and make generalizations	Do Now: Guided Instruction (We do)- What was the United States often called during the first 50 years of its existence? Opening: Focused Instruction (I do)- explain work session Work Session: Guided Instruction (We do)- discuss the ideas of natural rights, federalism, the vs these United States, compact or nation, the primary interpretations of the Constitution Closing: Guided Instruction (We do)- based on the discussion we have had do you know more that you thought about governments and politics? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Brainstorming Generalizations Draw conclusions 	Formative: Teacher Observation Q&A
	Purpose: To provide the students an opportunity to express their ideas and interpretations of the listed concepts			Summative: